

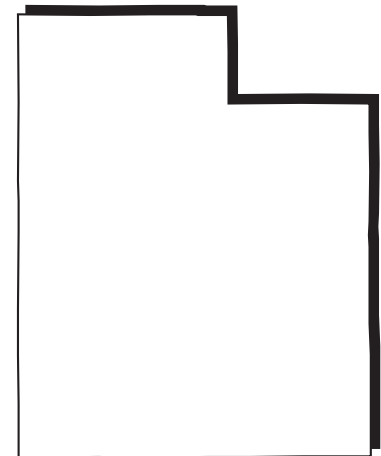
textbook alignment to the

Utah
Core Curriculum
8th Grade Social Studies
U.S. History

McDougal Littell

American HISTORY

BEGINNINGS THROUGH RECONSTRUCTION



Textbook Alignment to the Utah Core – 8th Grade Social Studies – U.S. History

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes ☒ No ☐

Name of Company and Individual Conducting Alignment: McDougal Littell and McHugh & Associates, Inc.

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies – Grade 8 – U.S. History

Title: American History: Beginnings through Reconstruction ISBN#: SE: 978-0-618-82896-8 TE: 978-0-618-82900-2

Publisher: McDougal Littell

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students will interpret the role of geography in shaping United States history.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.1: Determine how geography affected the development of the United States.				
a.	Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.	SE/TE: A2-A3, A18 (#14-16, 24) Add'l TE: A2-A3, A18		
b.	Apply the five themes of geography as they relate to the development of the United States.	SE/TE: <i>This standard is addressed throughout the text. See, for example:</i> A14-A17, A18 (#20, 25), A19 (#5), 2-3, 24-25, 30, 38, 44, 62, 69, 72, 192-193, 198, 200, 215, 216, 225, 232-233, 237, 347, 362-363, 421, 508-509, 513, 526, 551 Add'l TE: <i>This standard is addressed throughout the text. See, for example:</i> A14-A17, A18-A19, 2-3, 24-25, 30, 38, 44, 62, 69, 72, 192-193, 198, 200, 215, 216, 225, 232-233, 237, 347, 362-363, 421, 508-509, 513, 526, 551		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.2: Utilize geographic skills as they relate to the study of the United States.			
a. Locate the major physical features, including the plains, major rivers, bodies of water, mountain ranges, and continents.	SE/TE: A12-A13, A18 (#30), A36-A37, 200 (Connect Geography & History #2), 216 (Connect Geography & History #2), 232-233, 310-311, 362-363, 392-393, 421 (Connect Geography & History #2), 431 (Connect Geography & History #2), 508-509 Add'l TE: A12-A13, A18, A36-A37, 23d, 200, 216, 232-233, 310-311, 362-363, 392-393, 421, 431, 508-509		
b. Locate the major political features, including countries, regions, and states.	SE/TE: <i>This standard is addressed throughout the text. See, for example:</i> A4-A5, 38 (Connect Geography & History #2), 42 (Connect Geography & History #1), 198 (Connect Geography & History #1), 200 (Connect Geography & History #1), 215 (Connect Geography & History #1), 225 (Connect Geography & History), 237 (Connect Geography & History #1), 375 (Connect Geography & History), 382 (Connect Geography & History #1), 405 (Connect Geography & History #2), 431 (Connect Geography & History #2), 436 (Connect Geography & History #1) Add'l TE: <i>This standard is addressed throughout the text. See, for example:</i> A4-A5, 38, 42, 198, 200, 215, 225, 237, 375, 382, 405, 431, 436		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<p>c. Apply map and globe skills to the study of United States history; e.g., direction, legend, scale, grid coordinates.</p>	<p>SE/TE: <i>This standard is addressed throughout the text. See, for example:</i> A4-A7, 2-3, 24-25, 29, 30, 38, 42, 44, 62, 69, 72, 155, 190, 192-193, 198, 200, 215, 216, 225, 232-233, 237, 347, 375, 421, 431, 500</p> <p>Add'l TE: <i>This standard is addressed throughout the text. See, for example:</i> A4-A7, 2-3, 23d, 24-25, 29, 30, 38, 42, 44, 62, 69, 72, 155, 190, 192-193, 198, 200, 215, 216, 225, 232-233, 237, 347, 375, 421, 431, 500</p>		

STANDARD II: Students will investigate the relationship between events of different time periods.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 2.1: Develop an awareness of current events.				
a.	Use print and broadcast media to acquire an awareness of current events.	SE/TE: <i>An opportunity to address this standard may be found on page 304.</i> Add'l TE: <i>An opportunity to address this standard may be found on page 304.</i>		
b.	Recognize the difference between fact and opinion, and discern bias in the media.	SE/TE: 366, 484, R16, R18, R38, R39 Add'l TE: 366, 484		
Objective 2.2: Analyze how contemporary concerns and events affect and are affected by history.				
a.	Apply knowledge of historical events to recent major events.	SE/TE: 20 (#7), 45 (#8), 132 (Connect to Today), 148 (#7), 201 (#6), 293 (Connect to Today), 323 (#6), 389 (#29), 588 (#9) Add'l TE: 20, 45, 132, 148, 201, 293, 323, 389		
b.	Utilize contemporary news to discuss past events.	SE/TE: <i>Not addressed in this text.</i> Add'l TE: <i>Not addressed in this text.</i>		

STANDARD III: Students will understand the changes caused by European exploration in the Americas.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 3.1: Explore life among the various American Indian nations prior to European exploration of the New World.				
a.	Identify the major regional American Indian nations of North America.	SE/TE: 7, 8-9 Add'l TE: 7, 8-9		
b.	Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.	SE/TE: S3 (#2), 8-9, 10-11, 22 (#18-20) Add'l TE: S3, 1d, 8-9, 10-11, 22		
Objective 3.2: Analyze the reasons for European exploration.				
a.	Explain the economic reasons behind exploration; e.g., trade routes, discoveries of fine goods in the East, search for raw materials.	SE/TE: 20, 22 (#32), 27-28, 30, 33 (#3), 36, 39 (#3), 42-43, 54 (#19) Add'l TE: 20, 22, 27, 30, 33, 35, 39, 54		
b.	Examine the political reasons behind exploration; e.g., empire building, European rivalries.	SE/TE: 35-37, 54 (#30-31) Add'l TE: 35, 37, 54		
c.	Investigate the social reasons behind exploration; e.g., spreading ideas and beliefs, seeking religious freedoms.	SE/TE: 30, 38-39, 43, 54 (#18, 31) Add'l TE: 30, 38-39, 43, 54		
d.	Identify key individuals who contributed to European exploration; e.g. Columbus, Cartier, Cabot, Hudson.	SE/TE: 27-33, 34, 35-39, 40, 43, 53 (Name Game #1, 3, 5), 54 (#1, 4-5, 9-14) Add'l TE: 27-33, 34, 35-37, 39, 40, 43, 53-54		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 3.3: Assess the impact of European exploration on African slaves and American Indian nations.				
a.	Examine the reasons for slavery in the New World; e.g., cotton, sugar, tobacco.	SE/TE: 49-50, 54 (#27) Add'l TE: 49-50, 54		
b.	Trace the beginnings of the slave trade in the Americas.	SE/TE: 49-52, 54 (#27-28) Add'l TE: 23d, 49-52, 54		
c.	Investigate the transportation of African slaves to the Americas; i.e., triangular trade routes, the Middle Passage.	SE/TE: 2-3, 50-51, 54 (#16-17), 98-99 Add'l TE: 2-3, 23d, 50-51, 54, 98-99		
d.	Explore the impact of the Europeans and the resulting destruction of American Indian cultures; e.g., the Spanish Conquistadors, disease brought by Europeans, European settlement.	SE/TE: 41-45, 54 (#15, 25-26), 99 Add'l TE: 41-45, 54, 99		

STANDARD IV: Students will analyze European colonization and settlement of North America.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 4.1: Explain where and why European countries colonized North America; e.g., the Netherlands, England, France, Spain.				
a.	Identify motives for exploration; e.g., religion, expansion, trade, wealth.	SE/TE: 26, 27-33, 34, 35-39, 40, 41-45, 48, 49-52, 53, 54 (#19) Add'l TE: 27-28, 30, 33, 34, 35, 37-39, 41, 43, 45, 54		
b.	Locate the geographical regions of European settlement.	SE/TE: 31-32, 36-39 Add'l TE: 31-32, 36-39		
c.	Investigate the contributions and influences of the major European powers.	SE/TE: 26, 28-29, 31-32, 33 (#4), 34, 35-39, 40, 41-45, 48, 49-52, 53 (Key Idea #3-4), 54 (#25, 27-28, 31, 33), 55 (#37, Essential Question) Add'l TE: 26, 28-30, 33, 35-39, 41-45, 49-52, 53-55		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 4.2: Assess the reasons for settlement of the English colonies.				
a.	Compare the reasons for settlement in the New England, Middle, and Southern colonies	SE/TE: 61, 67-68, 70, 72, 73 (#3-5), 77-80, 81 (#2-5), 83-88, 89 (Key Idea #2-4), 91 Add'l TE: 58, 68, 73, 77, 79-81, 83-84, 87-88, 91		
b.	Explain the contributions of key individuals in the settling of the English colonies; e.g., John Smith, Lord Baltimore, William Bradford.	SE/TE: 61, 63, 66, 67, 70-71, 76-78, 80-81, 82-84, 89 (Name Game #1-7, 9-10), 90 (#1-8, 10) Add'l TE: 61, 63-65, 70-71, 77, 80-81, 83, 89-90		
c.	Identify key groups involved in the settlement of the English colonies; e.g., Virginia Company, Pilgrims, Puritans, Quakers.	SE/TE: 62-63, 68-71, 79, 84, 86 Add'l TE: 62-63, 68-71, 84		
d.	Determine the reasons for conflict between the European powers in North America.	SE/TE: 143-148, 151 (#40) Add'l TE: 143-145, 148, 151		
e.	Examine the causes and outcomes of the French and Indian War.	SE/TE: 142, 143-148, 149 (Key Idea #3), 150 (#7, 26-27, 33), 151 (#36, 40) Add'l TE: 143-148, 149-151		

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Objective 4.3: Objective 3: Examine the economic, political, and social patterns in the development of the 13 English colonies.				
a.	Contrast the economies of the three major colonial regions: New England, Middle, and Southern.	SE/TE: 96, 98-99, 107, 108-109, 112-113, 121 (Key Idea), 122 (#19, 20-22, 26, 28), 123 (Document Based Questions #1-3, #36, Essential Question) Add'l TE: 96, 98-99, 107, 108-109, 112-113, 122-123		
b.	Assess the impact of geography on the economies of the three major regions.	SE/TE: 96, 103, 112, 121 (Key Idea), 122 (#27), 123 (Essential Question) Add'l TE: 95-96, 103, 108, 111-113, 122-123		
c.	Explain the development of self-government in the colonies.	SE/TE: 73, 74-75, 104, 137-141, 149 (Key Idea #2), 150 (#24-25) Add'l TE: 73, 74-75, 104, 137-141, 150		
d.	Investigate the lifestyles and cultures of the New England, Middle, and Southern colonies; e.g., education, slavery, religion.	SE/TE: S11, 96, 99-101, 103-106, 113-115, 122 (#23, 31), 123 (#38, Essential Question), 127-133, 150 (#21-23, 31), 151 (#39) Add'l TE: S11, 96, 100-101, 105-106, 111, 114, 122-123, 127-133, 150-151		

STANDARD V: Students will understand the significance of the American Revolution in the development of the United States.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
Objective 5.1: Analyze what ideas and events led to the Revolutionary movement.			Not covered in TE, SE or ancillaries
a.	Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.	SE/TE: S2 (#1), S18, 156, 157-159, 160, 161-166, 167, 168, 169-174, 189 (Key Ideas #1-3, Name Game #2-4, 7-10), 190 (#2-6, 8-9, 17-22, 26-31), 191 (Multiple Choice, #33, 37, Essential Question) Add'l TE: S2, S18, 157-159, 161-166, 167, 169-174, 189-191	
b.	Analyze the origin of the ideas behind the Revolutionary movement and the movement toward independence; e.g., social contract, natural rights, English traditions.	SE/TE: S27 (Document 2), 158, 163, 173, 180, 182, 189, 191 (Multiple Choice #2, #36, Essential Question) Add'l TE: S27, 163, 171, 173, 180, 182, 189, 191	
c.	Explain the major ideas expressed in the Declaration of Independence.	SE/TE: 180-183, 184-188, 190 (#25) Add'l TE: 180, 182-183, 184-188, 190	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 5.2: Assess the factors affecting the course of the war and contributing to American victory				
a.	Examine how the Revolutionary War affected the colonists.	SE/TE: 195-196, 220-221, 223-224, 231 (Document Based Questions #2-3, #30, 33) Add'l TE: 195, 220-221, 223-224, 231		
b.	Explain the events that brought European aid to the American cause.	SE/TE: S27 (Document 3), 205-207, 211 (#2-3), 231 (#31) Add'l TE: S27, 205-206, 211, 231		
c.	Examine the advantages and disadvantages of the Continental Army against British resources.	SE/TE: S28, 197-198, 207-211, 214-219, 230 (#22-23, 26-27) Add'l TE: S28, 197, 207, 210-211, 213-214, 217-219, 230		
Objective 5.3: Evaluate the contributions of key people and groups to the Revolution.				
a.	Identify the contributions of colonial leaders; e.g., George Washington, Thomas Paine, Alexander Hamilton, Sam Adams, John Adams.	SE/TE: 156, 158, 160, 163-166, 173-174, 176, 178-181, 189, 190 (#11), 197, 230 (#10-12) Add'l TE: 158, 163, 165-166, 173-174, 178-180, 189-190, 230		
b.	Analyze the role various political groups played in the Revolutionary movement; e.g., Sons and Daughters of Liberty, Committees of Correspondence, 1st and 2nd Continental Congress.	SE/TE: 156, 158, 160, 163, 165, 171, 174, 176, 178, 189, 190 (#6-7, 13-14, 28) Add'l TE: 158, 163, 165, 171, 174, 189-190		
c.	Examine the contributions of various social groups to the Revolutionary movement; e.g., women, free and enslaved blacks, American Indians.	SE/TE: 163, 167, 172, 190 (#27), 191 (#35) Add'l TE: 172, 190-191		

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Objective 5.4: Examine the effects of the Revolution on the United States.				
a.	Analyze the terms of the Treaty of Paris of 1783.	SE/TE: 224-226, 230 (#2, 20) Add'l TE: 224-225, 230		
b.	Determine the weaknesses of the Articles of Confederation.	SE/TE: 235-239, 253, 258 (#9, 16, 21) Add'l TE: 237, 239, 253, 258		
c.	Investigate the problems that faced the emerging nation; e.g., debt, lack of unified central government, international relations.	SE/TE: 223-224, 227-228, 230 (#21) Add'l TE: 223-224, 230		
d.	Explain the effect the Revolution had on people; e.g., Native American Indians, slaves, European immigrants.	SE/TE: 226-227, 228 (#6), 231 (Document-Based Questions #2, #30) Add'l TE: 226-228, 231		

STANDARD VI: Students will understand the structure and function of the United States government established by the Constitution.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 6.1: Assess the foundations and principles that led to the development of the Constitution.				
a.	Analyze the factors involved in convening the Constitutional Convention.	SE/TE: 243-245, 258 (#3) Add'l TE: 243, 258, 259d		
b.	Investigate the ideas and documents that became the foundation for the United States Constitution; e.g., Magna Carta, Iroquois Confederation, European philosophers.	SE/TE: 132-133, 136-137, 141 (#1), 150 (#6), 163, 182 Add'l TE: 132-133, 137, 141, 150, 182		
Objective 6.2: Analyze the compromises that led to the ratification of the Constitution.				
a.	Compare the Federalist and Anti-Federalist ratification debates.	SE/TE: 248, 249-252, 255-256, 258 (#14, 25), 259 (Document Based Questions #2) Add'l TE: 249, 251, 255-256, 258-259, 259d		
b.	Examine the Constitution ratification compromises; i.e., 3/5 Compromise, Great Compromise, Bill of Rights.	SE/TE: S22, 242, 246-247, 248, 251-254, 258 (#2, 4, 8, 20), 259 (Document Based Questions #3, #29) Add'l TE: S22, 246-247, 251-254, 258-259		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 6.3: Examine the basic structure of the Constitution.				
a.	Identify the major elements of the United States Constitution.	SE/TE: 260, 262-265, 266-275, 276-279, 280-281, 282-285, 286-297, 298 (#22-23, 25), 299 (#27, 30, Essential Question) Add'l TE: 231d, 262, 264-265, 266-275, 276-279, 280-281, 282-285, 286-297, 298-299		
b.	Explain the purpose of the Constitution as outlined in the preamble.	SE/TE: 266 Add'l TE: 266		
c.	Explore the role and functions of the three branches of government.	SE/TE: 242, 245, 257 (#9), 260, 267-275, 276-279, 280-281, 298 (#11-15, 23) Add'l TE: 257, 267-275, 276-279, 280-281, 298		
d.	Examine the Constitutional principles of separation of powers and checks and balances.	SE/TE: 242, 246, 247 (#1), 264, 265 (#3), 267-275, 276-279, 280-281, 298 (#12, 14-15), 299 (Multiple Choice #2) Add'l TE: 264, 265, 267-275, 276-279, 280-281, 298-299		
e.	Determine the role of the Constitution as a living document.	SE/TE: 254, 299 (Essential Question) Add'l TE: 254, 299		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 6.4: Analyze the rights, liberties, and responsibilities of citizens.				
a.	Identify the responsibilities of citizenship to secure liberties; e.g., vote, perform jury duty, obey laws.	SE/TE: 300, 303-307 Add'l TE: 300, 303-307		
b.	Examine the Bill of Rights and its specific guarantees.	SE/TE: S21, 286-288, 298 (#19) Add'l TE: S21, 286-288, 298		

STANDARD VII: Students will explore the territorial growth of the United States before the Civil War.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 7.1: Describe the ideas and events that motivated the expansion of the United States.				
a.	Explain Manifest Destiny and its role in American expansion; e.g., land acquisition, economy, immigration.	SE/TE: S10, 416-417, 418, 419-423, 424-425, 426, 427-431, 432, 433-437, 438, 439-443, 444, 445, 446 (#16, 18, 20-21), 447 (Document-Based Questions #3, Essential Question) Add'l TE: S10, 391, 415d, 416-417, 419-423, 424-425, 427-431, 433-437, 439-443, 444, 445-447		
b.	Examine the background and consequences of the Louisiana Purchase.	SE/TE: S3 (#3), 344, 345-349, 359 (Key Idea #2), 360 (#9, 14-15, 20) Add'l TE: S3, 345-349, 359-360		
c.	Investigate the role of explorers in the expansion of the United States; e.g., Lewis and Clark, Pike, Fremont.	SE/TE: 345-349, 359 (Name Game #4), 360 (#2, 6, 8) Add'l TE: 345-349, 359, 360		
d.	Examine the groups of people that came west; e.g., mountain men, Mormon pioneers, California 49ers, Asian and Irish immigrants.	SE/TE: 418, 419-423, 424-425, 439-442, 443 (#1, 8), 444, 445 (Key Idea #1, Name Game #1, 3, 5), 446 (#11, 16, 22, 25), 447 (#33), 453 Add'l TE: 419-423, 424-425, 439-442, 443, 445-447, 453		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 7.2: Examine the conflicts that arose during the American expansion.				
a.	Investigate the causes and results of the War of 1812.	SE/TE: 352, 353-355, 358, 359 (Key Idea #3), 360 (#16) Add'l TE: 353-356, 358, 359-360		
b.	Analyze government policies toward and treaties with American Indian nations; e.g., relocation, removal, assimilation, and sovereignty.	SE/TE: 348 (Comparing Perspectives), 354-355, 361 (#25), 402, 403-407, 413 (Key Idea #2), 414 (#15-16, 21), 415 (#27, 29) Add'l TE: 348, 354-355, 361, 403-407, 414-415		
c.	Investigate the impact of the Mexican War on the land and people of the American Southwest; e.g., Mexican Cession, Texas, Gadsden Purchase.	SE/TE: 432, 436-437, 445 (Key Idea #3), 446 (#1, 13, 20-21, 29), 447 (#32) Add'l TE: 436-437, 446-447		
Objective 7.3: Analyze how new inventions and transportation methods stimulated western expansion.				
a.	Research the impact of inventions on expansion; e.g., farming, industry, communication.	SE/TE: 362, 368-369 Add'l TE: 361d, 368-369		
b.	Examine developments in transportation; e.g., expansion of roads and trails, steamboats, railroads.	SE/TE: S19, 362, 368, 369 (#7), 381, 388 (#19) Add'l TE: S19, 362, 368, 369, 381, 388		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 7.4: Assess the impact of the Industrial Revolution on the United States.				
a.	Examine the development of the factory system.	SE/TE: 364, 365-367, 369 (#1-3, 5), 370-371, 388 (#14, 16, 21) Add'l TE: 365-367, 369, 370-371, 388		
b.	Analyze the role of factories on the growth of northern cities.	SE/TE: 366		
c.	Determine how the Industrial Revolution affected the North, South, and West differently.	SE/TE: 365-369, 373-377, 388 (#17), 389 (#28) Add'l TE: 365-369, 373-375, 388-389		
d.	Investigate the changes in working conditions caused by the Industrial Revolution.	SE/TE: 365-366, 386 (Key Idea #1), 388 (#21), 459 Add'l TE: 366-367, 388, 459		

STANDARD VIII: Students will examine the expansion of the political system and social rights before the Civil War.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard 8: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries.</i>
Objective 8.1: Investigate the development of the American political party system.				
a.	Examine the differences between the Federalists and the Democratic-Republicans.	SE/TE: S24-S25, 328-329, 334 (#16), 335 (Document-Based Questions #3), 339-340, 343 (#6) Add'l TE: 328-329, 334-335, 339-340, 343		
b.	Trace the development of new political parties throughout the 18th and 19th centuries; e.g., Whigs, Jacksonian Democrats, Republicans.	SE/TE: S24-S25, 328-329, 332 (#4), 335 (Document-Based Questions #3), 412, 414 (#7-12, 18), 480, 483, 492-493, 497 (#3), 505 (Name Game #7), 506 (#14) Add'l TE: S24-S25, 328-329, 332, 335, 412, 414, 483, 492-493, 497, 505-506		
c.	Determine the role of third parties as an agent of reform.	SE/TE: 483 Add'l TE: 483		
d.	Investigate the role of political parties in the electoral process.	SE/TE: 329, 339-341 Add'l TE: 329		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 8.2: Analyze the evolution of democracy and the extension of democratic principles.				
a.	Examine how the Supreme Court strengthened the national government.	SE/TE: 342-343 Add'l TE: 342-343		
b.	Analyze how states' rights issues led to growing sectionalism.	SE/TE: 398-401, 414 (#14) Add'l TE: 398-401, 414		
c.	Investigate the relationship between national and state governments in expanding Democracy.	SE/TE: 399-401 Add'l TE: 398-401		
d.	Appraise how the political process changed to involve more people.	SE/TE: 396-397, 401 (#1), 414 (#13) Add'l TE: 401, 414		
Objective 8.3: Analyze the impact of social reforms on Americans during the 19 th century.				
a.	Examine the abolitionist movement; e.g., Sojourner Truth, William Lloyd Garrison, Frederick Douglas, the Grimke sisters.	SE/TE: 464, 465-468, 471, 473 (Key Idea #3, Name Game #2, 7), 474 (#4, 6, 13, 20), 475 (Document-Based Questions #2-3) Add'l TE: 464, 465-467, 471, 473-475		
b.	Investigate the impact of reform in education, religion, prisons, and the treatment of the mentally ill during this period.	SE/TE: 457-461, 462-463, 474 (#11-12, 18), 475 (#24) Add'l TE: 457-461, 462-463, 474		
c.	Examine the extension of women's political and legal rights.	SE/TE: 468-471, 473 (Key Idea #3), 474 (#5, 14), 475 (Document-Based Questions #3, #25) Add'l TE: 468-471, 473-474		

STANDARD IX: Students will understand the significance of the Civil War Era to the United States.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: _____ %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
Objective 9.1: Analyze differences and events that led to the Civil War.			Not covered in TE, SE or ancillaries
a.	Describe the cultural differences between the North and the South.	SE/TE: 481-483, 487 (#3), 505 (Key Idea #1), 506 (#15) Add'l TE: 481-483, 487, 506	
b.	Examine the sectional economic differences of the United States; e.g., slavery, industry, agriculture, geography.	SE/TE: 480, 481-483, 487 (#2-3), 506 (#15, 24, 26), 507 (#30) Add'l TE: 481-483, 487, 506-507	
c.	Analyze how states' rights led to conflict between the North and the South.	SE/TE: 500-503 Add'l TE: 502-503	
d.	Trace the failure of compromise to ease sectional differences; e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.	SE/TE: S9, S23, 480, 483-487, 506 (#10-11, 21-22, 27) Add'l TE: S9, S23, 483-487, 506	
e.	Investigate how the abolitionist movement increased sectional tensions between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, Uncle Tom's Cabin, the Fugitive Slave Law.	SE/TE: 480, 482-487, 490, 491, 493-497, 505 (Key Ideas #1-2, Name Game), 506 (#1-3, 13, 27) 507 (#29) Add'l TE: 483-487, 493-497, 505-507	
f.	Assess how the election of 1860 led to secession.	SE/TE: S14, 500-503, 505 (Key Idea #3), 506 (#19-20) Add'l TE: S14, 500-503, 505-506	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 9.2: Determine the factors that affected the course of the war and contributed to Union victory.				
a.	Compare the advantages and disadvantages of the Union and the Confederacy.	SE/TE: 514, 516 (#6), 532 (#29) Add'l TE: 514, 516, 532		
b.	Analyze the impact of the Emancipation Proclamation on the United States and the Confederacy.	SE/TE: 539-541, 565 (Key Idea #1), 566 (#8, 10-11), 567 (#27) Add'l TE: 539-541, 565-567		
c.	Identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant.	SE/TE: 510, 511-512, 514-515, 522, 523-529, 531 (Name Game #1, 3-4, 6, 8), 532 (#1, 3-5, 12-19), 533 (Essential Question) Add'l TE: 511-512, 515, 523-529, 531-533		
d.	Investigate how the Civil War affected all people in the United States land area.	SE/TE: 514, 517-519, 521 (#3-4, 6-7), 525-527, 530, 533 (#35), 542, 543-547, 565 (Key Idea #2), 567 (#12-13) Add'l TE: 517-519, 521, 525, 530, 533, 543-547, 567		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 9.3: Evaluate the Reconstruction period and how it affected the United States following the Civil War.				
a.	Explain the purpose of Reconstruction.	SE/TE: 571-573, 589 (Key Idea #1, Name Game #9), 590 (#17) Add'l TE: 571-573, 589-590		
b.	Analyze the social impact of Reconstruction; e.g., abolition of slavery, integration of races, fall of Southern society, education.	SE/TE: 572-574, 575 (#1-2), 576, 577-581, 588, 589 (Key Idea #2), 590 (#2-3, 13-14, 21), 591 (#25, 29-30) Add'l TE: 572-575, 577-581, 591		
c.	Determine the economic changes in the country caused by Reconstruction.	SE/TE: 579-580, 581 (#4), 586, 588 (#1), 590 (#8-9, 19) Add'l TE: 569, 579-581, 586, 588, 590		
d.	Explain the political changes brought about by the Reconstruction Era: e.g., 13th, 14th, and 15th Amendments, voting regulations, military districts.	SE/TE: 572-574, 575 (#1-2, 6-7), 582, 584, 588, 590 (#1-4, 16, 20), 591 (#28) Add'l TE: 572-575, 584-586, 588, 590-591		

STANDARD X: Students will understand the development of the American West following the Civil War.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard X: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 10.1: Analyze the factors that brought people west.				
a.	Examine why people came to the West; e.g., farmers, ranchers, miners, American Indian nations, immigrants, adventurers.	SE/TE: <i>Opportunities to address this standard can be found on the following page: 592</i> Add'l TE: <i>Opportunities to address this standard can be found on the following page: 592</i>		
b.	Investigate the impact of mining and ranching on the land and people.	SE/TE: 592 Add'l TE: 593		
c.	Assess the impact of the railroad on western development.	SE/TE: 592 Add'l TE: 592-593		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 10.2: Analyze the settlement of the American West.				
a.	Examine the changes of the landscape due to settlement patterns.	SE/TE: 593 Add'l TE: 592-593		
b.	Investigate the development of cities in the West.	SE/TE: <i>Opportunities to address this standard can be found on the following page: 592</i> Add'l TE: <i>Opportunities to address this standard can be found on the following page: 592</i>		
c.	Assess the impact western settlement patterns had on the Native American Indians.	SE/TE: 592 Add'l TE: 593		
Objective 10.3: Investigate the conflict among various groups involved in the settlement of the West.				
a.	Determine the reasons and groups involved in conflict during the settlement of the West; e.g., ranchers, miners, farmers, American Indian nations, immigrants.	SE/TE: <i>Opportunities to address this standard can be found on the following page: 592</i> Add'l TE: <i>Opportunities to address this standard can be found on the following page: 592</i>		
b.	Examine the consequences of conflict in the settlement of the West.	SE/TE: <i>Opportunities to address this standard can be found on the following page: 592</i> Add'l TE: <i>Opportunities to address this standard can be found on the following page: 592</i>		